

# Faculty Welfare Committee Report 2023



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# Faculty Trends in the US

- From 2020–21 to 2021–22, **average salaries for full-time faculty members increased 2.0 percent**, consistent with the flat wage growth observed since the Great Recession of the late 2000s
- 2021-2022: the typical professor made **\$3,874 per course**
- **Real average salaries** for full-time faculty members **decreased 5.0 percent**, the third consecutive year that **wage growth has fallen short of inflation**; it represents the greatest decrease in real-wage growth seen since 1979–80
- **Average salaries for continuing full-time faculty members** (those employed in fall 2021 and remaining employed in 2022) **increased 4.8 percent** in nominal terms, but **decreased 1.7 percent** in real terms, after adjusting for inflation
- **Reduction** in fringe benefits
- Faculty ranks and employment recovered to nearly pre-pandemic levels (by Jan. 2022, had recovered by 90.2%), but **lagged behind the overall economy**

# Higher Education Salary Trends

**The American Association of University Professors (AAUP) confirms tough times for higher education staff and institutions in the United States.**

- Average salary for full-time faculty (when accounting for inflation) **increased just 9.5% over nearly 50 years**  
(Source: Devin Delfino, “Study: For Full-Time College Faculty, Inflation-Adjusted Salaries Up Only 9.5% Since 1970”)
- At **EKU**, faculty received an across-the-board **2% salary increase** in the summer of 2022 (HR)
- However, as of 1/1/2023, **health care premiums rose 10%** across the board, according to HR at EKU (HR)
- Also, **parking fees increased by 17.86%** across the board as of 1/1/2023 (HR)
- For some faculty, that actually means **they make less** in 2023 than in the second half of 2022. That does NOT take into account the rising costs due to **inflation**.

# Secondary Data from the Entire US

## Average Faculty Salary by State and School Type/Category

- For **all colleges** in the United States, the average faculty salary is **\$65,583** (+1.89% from 2021); **Kentucky** ranks 44<sup>th</sup> of 50 states with **\$54,683** (-0.41% from 2021).
- For **public schools**, the average salary is **\$71,762** (+1.96% from 2021); **Kentucky** ranks 41<sup>st</sup> out of 50 states with **\$57,818** (+1.02% from 2021).
- For **private schools**, the average salary is **\$61,117** (+1.78% from 2021); **Kentucky** ranks 38<sup>th</sup> of 50 states with **\$52,592** (-1.42% from 2021).
- The average faculty salary of **national universities** is **\$99,418** (+1.88% from 2021); **Kentucky** still ranks **dead last** at 50<sup>th</sup> of 50 states with **\$71,138** (-1.46% from 2021).
- The average faculty salary of **liberal arts colleges** is **\$76,339** (+1.75% from 2021); **Kentucky** ranks 25<sup>th</sup> of 38 states with liberal arts colleges with **\$67,717** (+1.89% from 2021).

Source: *Univstats.com 2022*

# 2022 EKU Average Salary (9-Month Contract)

- **ALL Full-Time Faculty** (513): \$65,655 (251 men: \$67,441; 262 women: **\$63,944**)
- **Professors** (156): \$72,908 (92 men: \$74,501; 64 women: **\$70,617**)
- **Associate Professors** (150): \$65,425 (69 men: **\$64,903**; 81 women: \$65,870)
- **Assistant Professors** (124): \$64,372 (53 men: \$67,410; 71 women: **\$62,104**)
- **Lecturers** (54): \$53,398 (29 men: **\$53,055**; 25 women: \$53,796)
- **No Academic Rank** (28): \$55,680 (7 men: \$59,267; 21 women: **\$54,484**)

Source: *Univstats.com 2022*

# 2022 EKU Average Salary (12-Month Contract)

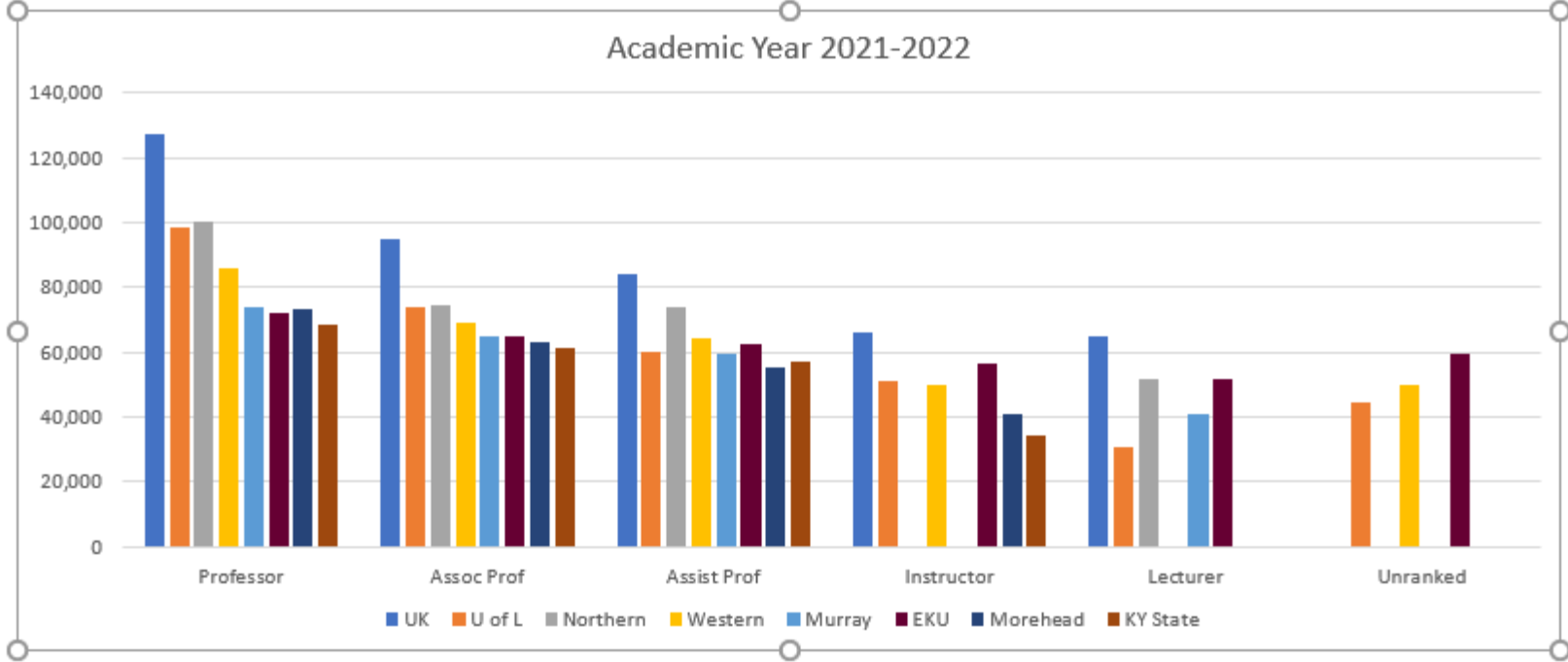
- **ALL Full-Time Faculty** (52): \$89,606 (22 men: \$91,242; 30 women: **\$88,406**)
- **Professors** (31): \$96,483 (15 men: \$98,575; 16 women: **\$94,522**)
- **Associate Professors** (10): \$85,492 (3 men: **\$83,800**; 7 women: \$86,217)
- **Assistant Professors** (3): \$84,866 (1 man: \$113,500; 2 women: **\$70,550**)
- **Lecturers** (5): \$66,158 (3 men: **\$54,600**; 2 women: \$83,496)
- **No Academic Rank** (3): \$76,078 (3 women)

Source: *Univstats.com 2022*

It should be noted that the salaries here and in the slide above are **averages** and **vary widely by department**. Some departments, like Homeland Security and Business, offer much higher salaries than departments like English, Math, and History.

# KY Public 4 Year Institution Salaries

(Univstats.com)



# Job Satisfaction ...

**“Truthfully, I enjoy working at ECU, despite the low pay.” (ECU Welfare survey, 2023)**

- According to *CareerExplorer*, American University Professors rate **job satisfaction** at **3.7** out of **5**, the **top 25th percent** in the USA of all jobs.
- Professors find their jobs **meaningful**; the utilization of their skills are the main reasons they are satisfied with their jobs. This is despite problems with salaries (3 out of 5 unhappy), work environment (2.3 out of 5 are satisfied)

Source: “Are Professors Happy?” *CareerExplorer.com*



## ... vs. Compensation

**“The pay at ECU is significantly lower than any other university. I have been here for over 14 years with hardly a pay increase. The health insurance has only become more costly.” (ECU Welfare survey, 2023)**

- Latest data shows **inflation still outpaces even the largest salary increases**: Continued inflation consumed even the largest average salary increase in more than 30 years, the AAUP reports:
- “Across higher ed, employees are still being paid less than they were in 2019–20 in inflation-adjusted dollars.”
- “Tenure-track faculty **salary increases have not kept pace with inflation for any year depicted** (i.e., from 2016–17 through 2022–23), and non-tenure-track salary increases last met or exceeded inflation in 2016–17, so full-time faculty in general continue to be paid less every year in inflation-adjusted dollars. High inflation has only exacerbated the gaps in pay increases faculty experience in relation to other higher ed employees.”

Source: Sydney Freeman and Wendy Bruun, “Does Faculty and Staff Satisfaction Equate to Better Student Learning Outcomes and Co-Curricular Experiences?”, *HigherEdJobs.com*

# Faculty Morale

**“...My guess is that most faculty have a strong sense of community with other faculty and one another, but feel alienated by the lack of transparency and disconnect in priorities of some of those at the highest echelons of the university.” (EKU Welfare survey, 2023)**

- **Faculty Morale has a direct and serious influence on the learning of students.**
- “Morale influences faculty behavior, productivity, and quality of teaching; ultimately affects student learning and program quality.” (Edward Herbert)

Source: Sydney Freeman and Wendy Bruun, “Does Faculty and Staff Satisfaction Equate to Better Student Learning Outcomes and Co-Curricular Experiences?”, *HigherEdJobs.com*

# Equity Issues Affecting Morale

**Gender equity** is still an issue in higher education.

- Full-time women faculty members earn less than men at all ranks (**81.9%** all combined).
- The percentage of women faculty members has risen to about half (**48.1%**), but representation decreases with progression in rank.
- About 1 in 5 (**19.5%**) women faculty members are full-time professors, compared to 1 in 3 (**32.5%**) men.
- At **EKU**, **child care**, a major driver of inequities for women, is only available for faculty and staff **from August to May** through the Burrier Child Care Center for children **between 30 and 60 months** old (HR).

Main Source: Annual AAUP Report 2021-2022

# Wellness

## Emotional Health Concerns for Faculty

**“It's death by a thousand cuts. It's more committee work, longer advising rosters, less support for research and travel, fewer funded TT lines (faculty in our department stretched thinner), added recruitment and retention efforts, and very little pay raise since I started.” (EKU Welfare survey, 2023)**

- Post pandemic surveys indicate that: post pandemic, with more than **50%** of faculty respondents reporting a significant increase in **emotional drain** and **work-related stress**, accentuating many **mental health problems**, including anxiety, depression, posttraumatic stress, isolation, bereavement, substance use, suicidal thoughts, sleep difficulties, and **economic challenges**.
- Faculty and staff deal with these issues on **multiple fronts**: supporting students, supporting one another, and supporting their employers.

Source: Michelle B. Riba and Preeti N. Malani, “Mental Health on College Campuses: Supporting Faculty and Staff,” *PsychiatricTimes.com*

# Quantitative Results: Sample

## **Full-Time Faculty**

Surveys Completed: 292

## **Part-Time Faculty**

Surveys Completed: 146

## **All Faculty**

Surveys Completed: 438

## Quantitative Results Key Takeaways: Full-Time Faculty 2022-2023

Work Family Conflict (**Significantly Worse**)

Pay Perceptions (**Significantly Worse**)

Compensation Opportunities (**Significantly Worse**)

eCampus (No Significant Differences)

Overwhelming Activities (No Significant Differences)

Technology (**Significantly Worse**)

Travel (**Significantly Worse**)

Note: This survey was sent out and completed prior to the budget building exercise resulting in faculty receiving less compensation for creating eCampus courses.

## Quantitative Results Key Takeaways: Part-Time Faculty 2022-2023

Work Family Conflict (No Significant Differences)

Pay Perceptions (No Significant Differences)

Compensation Opportunities (No Significant Differences)

eCampus (**Significantly Worse**)

Overwhelming Activities (No Significant Differences)

Technology (**Significantly Worse**)

Travel (No Significant Differences)

Note: This survey was sent out and completed prior to the budget building exercise resulting in faculty receiving less compensation for creating eCampus courses.

## Perception Differences for Full-Time vs Part-Time Faculty 2023

Work Family Conflict (**Significantly Worse for Full-Time**)

Pay Perceptions (**Significantly Worse for Full-Time**)

Compensation Opportunities (**Significantly Worse for Full-Time**)

eCampus (**Significantly Worse for Full-Time**)

Overwhelming Activities (**Significantly Worse for Full-Time**)

Technology (No Significant Differences)

Travel (**Significantly Worse for Full-Time**)

Note: This survey was sent out and completed prior to the budget building exercise resulting in faculty receiving less compensation for creating eCampus courses.



# New Variables for 2023

## Full-Time Faculty

Moving (m = 2.80, SD = .76)

Parking Services Attitudes (m = 3.01, SD = .77)

Parking Services Evaluation (m = 2.82, SD = .88)

Trust (m = 2.43, SD = 1.12)

Reciprocity (m = 2.49, SD = 1.06)

Skepticism (m = 3.54, SD = 1.02)

Fairness (m = 2.52, SD = .91)

Transparency (m = 2.51, SD = .99)

EKU Attitudes (m = 2.91, SD = 1.19)

## Part-Time Faculty

Moving (m = 2.93, SD = .69)

Parking Services Attitudes (m = 3.19, SD = 1.17)

Parking Services Evaluation (m = 2.87, SD = .79)

Trust (m = 3.30, SD = 1.11)

Reciprocity (m = 3.12, SD = 1.04)

Skepticism (m = 2.78, SD = 1.05)

Fairness (m = 2.98, SD = .94)

Transparency (m = 3.11, SD = .98)

EKU Attitudes (m = 3.46, SD = 1.11)

These were on 5-point scales. We want to see higher numbers for all variables (except Skepticism) to show more favorable responses.

## Perception Differences for Full-Time vs Part-Time Faculty 2023

Move (No Significant Differences)

Parking Services Attitudes (No Significant Differences)

Parking Services Evaluation (No Significant Differences)

Trust (**Significantly Worse for Full-Time**)

Reciprocity (**Significantly Worse for Full-Time**)

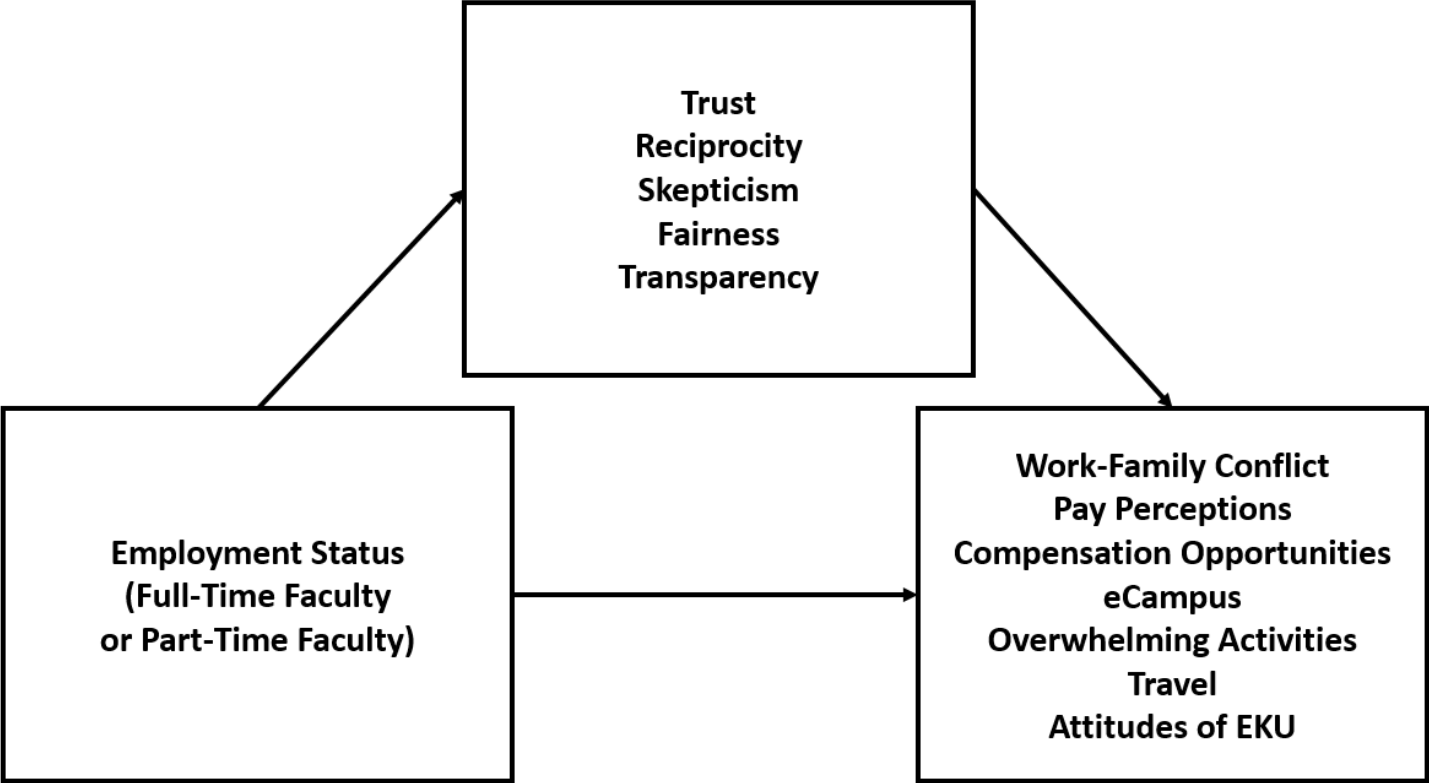
Skepticism (**Significantly Worse for Full-Time**)

Fairness (**Significantly Worse for Full-Time**)

Transparency (**Significantly Worse for Full-Time**)

Attitudes for ECU (**Significantly Worse for Full-Time**)

# Mediation Models: What is Driving the Results?



# Qualitative Results Spring 2023

## Full Time Highlights

389 comments were coded

Respondents continue to **like flexibility in schedules and benefits** provided

**Significant challenges** include: increased workload, limited salary increases, challenges keeping up with COLA, increased cost of insurance benefits and fees

Other themes include issues related to **transparency, trust, and leadership**

## Part Time Highlights

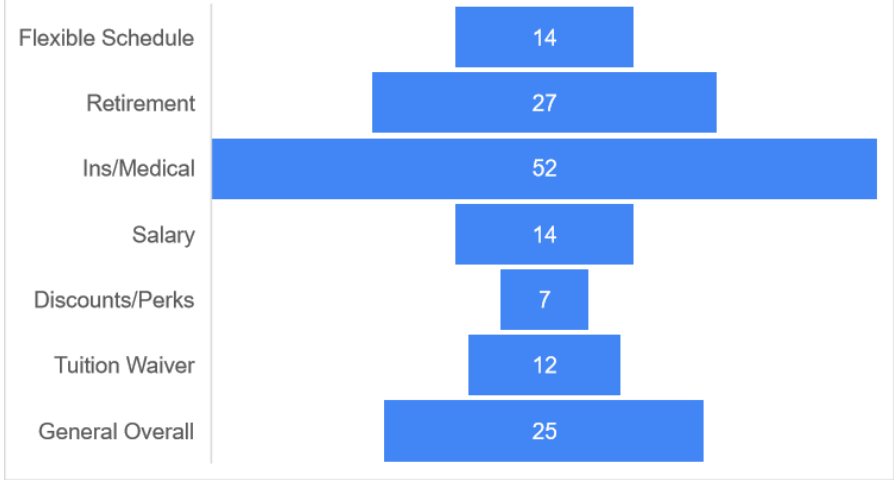
169 comments were coded

**Part time faculty continue to struggle** with **salary, pay restrictions related to pro-rating and late contracts**

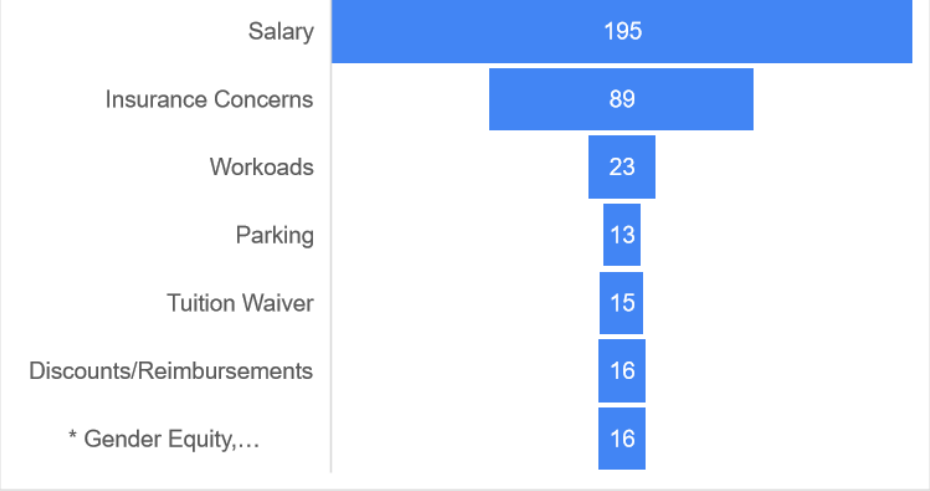
Other concerns included **insurance costs and parking fees.**

# Full-Time Qualitative Analysis

## Benefits: Strengths

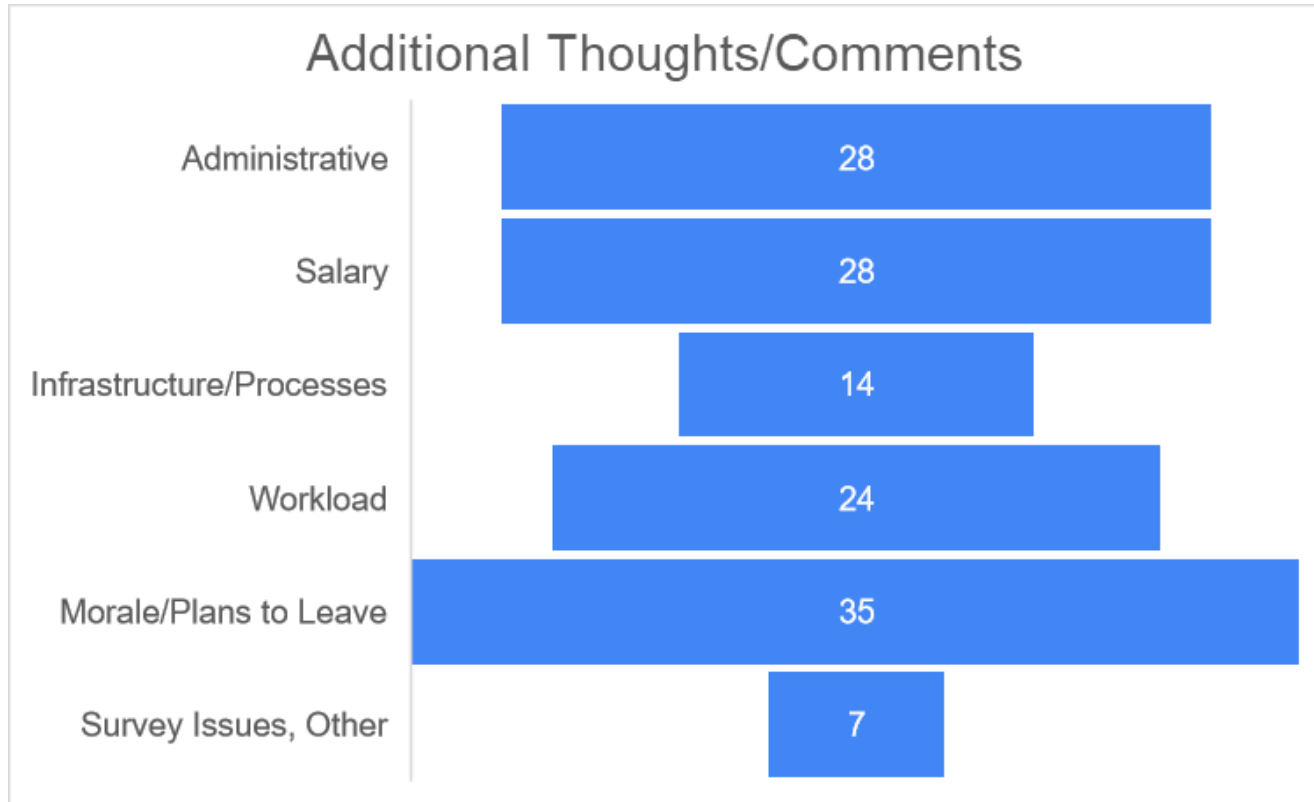


## Benefits: Challenges

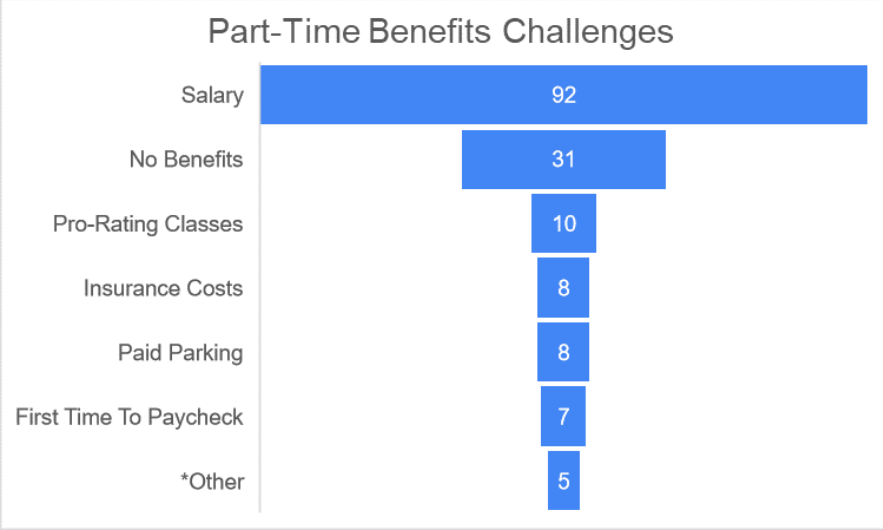
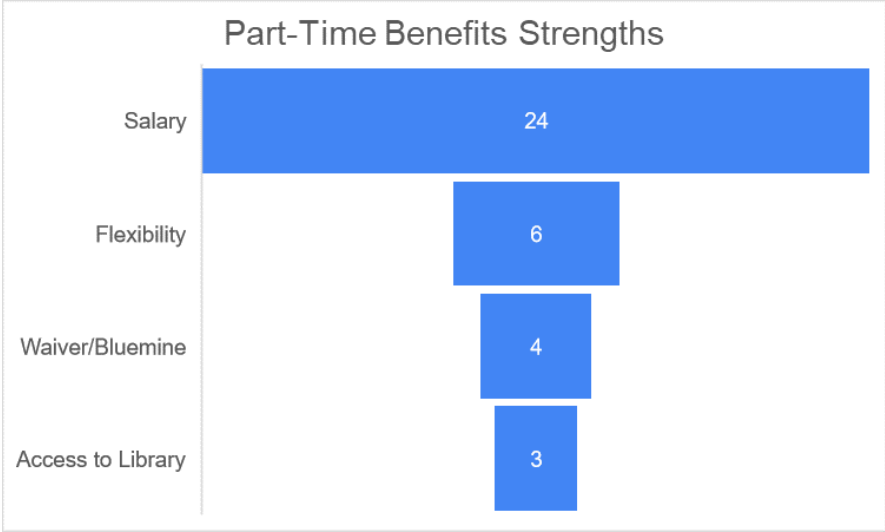


\* Gender, Equity, Communication issues, Morale, Tenure Process

# Full-Time Qualitative Analysis

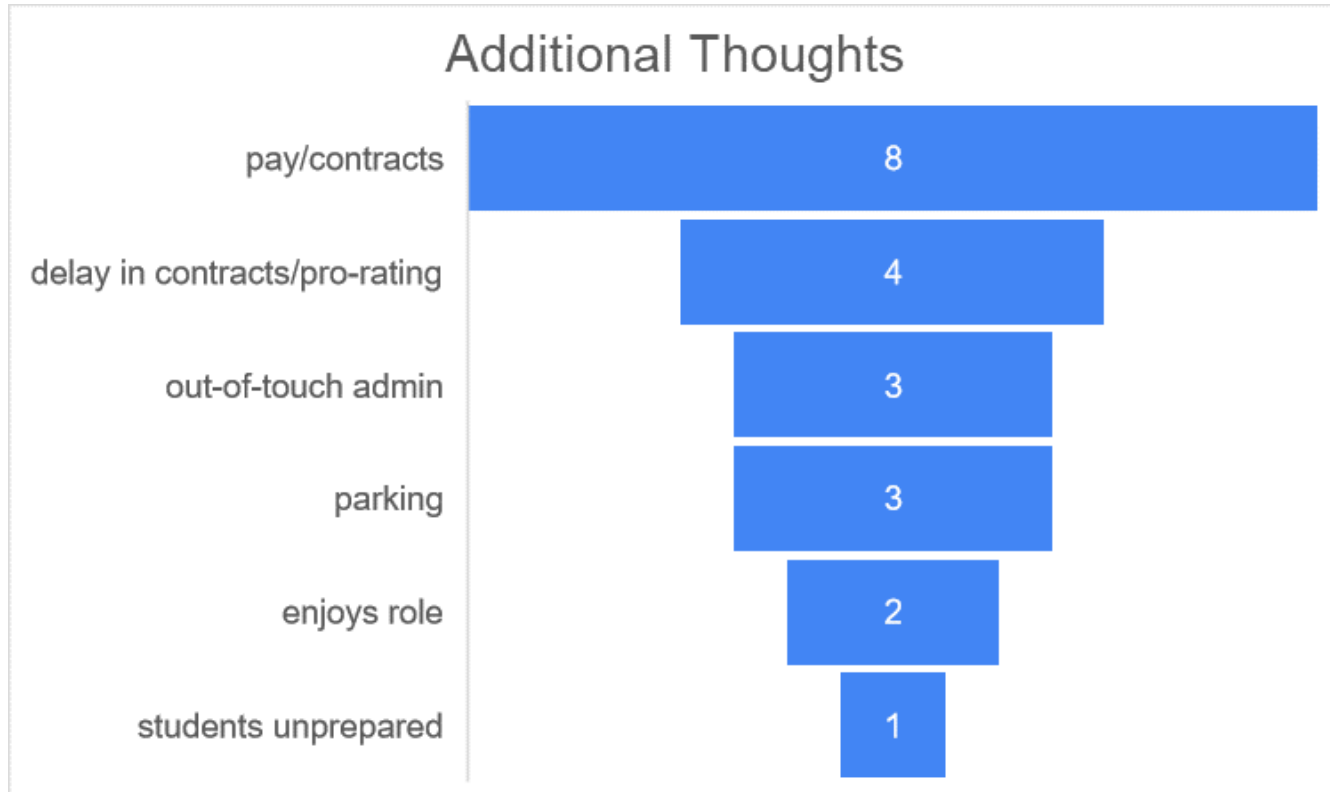


# Part-Time Qualitative Analysis



\* No Educational Benefit, Professional Development, Tuition Waiver

# Part-Time Qualitative Analysis





# Qualitative: Strengths

“I love the place, truly.”

“My compensation is fine. I am the exception. The compensation for faculty and staff at ECU is horrible. It is a wonder we recruit the people we do for the jobs, and it isn't surprising when they leave for better opportunities.”

“I love the benefits granted to ECU employees who are spouses. My husband (*and*) I get great insurance coverage for a very great price! I also love having the new benefit of parental leave as my husband I are planning to start a family soon...”

“Salary is fine, it is what I signed up for so I knew going on, health insurance is terrible.”

“...Health and dental are good. I like the flexibility my job sometimes (mostly) offers.”

“I like being part of a small community at ECU. It's a quaint community, but still has lots of opportunities to grow, connect, and meet people...”

# Pay/Salary/Fees

“I think the retirement and health benefits are very good. Compensation is not good. I have to teach overloads to try to compensate for my low pay.”

“The pay at ECU is significantly lower than any other university. I have been here for over 14 years with hardly a pay increase. The health insurance has only become more costly.”

“Dislike: Strongly dislike that EKU STILL brings in new faculty at significantly higher salaries than faculty who have proven their loyalty to the students and institution.”

“I am disappointed that ECU has done little to address salary compression and that our other benefits have become less desirable. Our copays and out of pocket costs have increased with little adjustment to our salaries. I appreciate that the university attempted to address some of the salary compression issues earlier this year, but it's disheartening that loyal employees are undervalued by the university.”

“...Administration's first attempt to correct salary compression/inversion (a 0.7% raise) was possibly more insulting than doing nothing whatsoever.”

‘Not enough insurance coverage for too much money. Holy hell.’

“... Concerning parking, the Faculty Senate should make it clear to ECU administration - no more fees! Every fee levied or increased is a PAY CUT.”

“... PD funds, tuition reimbursement, and direct compensation are extremely non-competitive.”

# Model School Comments

“I like MODEL being part of EKU for faculty with kids...”

“I dislike that Model is not a free or discounted benefit for our children....”

“I like the retirement benefits, and the possibility that if you have children they are able to go to Model. However, for people who do not have kids or want kids, the benefits that go to family members are not much of a carrot.”

“Because I am a full time faculty at Model Lab School, I have to plan lessons on my own time. I have to have Parent Teacher Conferences on my own time. All of this is unpaid. In addition, Parent Teacher Conferences alone took 8 hours just to talk to parents. That does not count planning or prepping for the conferences. This is on top of working 7.5 hours per day, 5 days per week teaching most of that time. I do not get paid for this extra time. I also do not have days where subs fill in for me so I can adequately train or have true planning times. I am burned out by the time I go home to my own family. And yet being required to complete a rigorous Promotion and Tenure process feels like a slap in the face. I feel that most of the Model Lab faculty and staff are taken for granted and/or ignored when it comes to our concerns.”

“... I dislike that as an employee at Model Lab School, I am required to go through the same Promotion and Tenure track as college professors, but while teaching 7.5 hours each day, 5 days of the week. Professors do not have to teach that amount of time while doing all the requirements that I have to do to get Tenure. I also have to hold Parent Teacher Conferences, serve my community, conduct research projects and present them. How am I supposed to do all of this while teaching 7.5 hours per day with little to no prep time?”

# Workload

“Benefits are good. Pay is terrible. I've worked at ECU for 9 years and my pay has gone up about \$2,000 over that period of time - and only because of across the board raises- never because of my work and accomplishments. I never thought I would need a 2nd job with a doctorate degree. I know multiple colleagues with two jobs, as well.”

“It's death by a thousand cuts. It's more committee work, longer advising rosters, less support for research and travel, fewer funded TT lines (faculty in our department stretched thinner), added recruitment and retention efforts, and very little pay raise since I started. Even with promotion, overload, and extra responsibilities that come with stipends, my salary is lower now than when I started (factoring in inflation)...”

“Faculty are severely underpaid, and the past few years have seen increases in parking fees, increases in insurance fees, decreases in PD funds, and increases in workload.”

# Work Culture

“...we must do more to ensure that shared governance, along valued tradition within higher education, is revived here at ECU. Faculty should have a voice at the table when decisions are made about their programs and departments. Open communication between faculty and administration and respect for faculty as the experts in the fields is needed.”

“...Morale at ECU has been low for some time, but we are in a steep decline.”

“... administration creates an adverse working environment. This has noticeably changed for the worse in the past several years. Communication is poor. Treatment of faculty is condescending and harsh. Administrators are getting really bad press which makes ECU look horrible to the public....”

“It is somewhat insulting to get updates about multimillion dollar updates to facilities when faculty are so underpaid...”

# Work/Life Balance

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# Tuition Waiver Comments

“I appreciate so much the family tuition waiver. It is unbelievable. We love it.”

“Like the tuition waiver. Don’t like that it always seems under threat of being cut or pared back.”

“... I dislike that the faculty tuition waiver benefits seem to keep decreasing every few years. I also wish that there had been additional financial help provided for me when I had to get my doctoral degree out of state due to KY not having any applicable programs at the time, especially since it was a requirement of my contract.”

“I like the tuition waiver but believe that some of the recent changes to the way the waiver is applied are not appropriate. Since ECU now claims any other funding a student has before the waiver is applied, it seems that strong students who bring in external funding (like KEES) have no advantage over students who do not.”

“ECU is unfair in their changing of the tuition waiver rules, we are an institution of higher education and because I would like another degree (from here) I am having to pay out of pocket for said degree. Ridiculous!”

“What data was used to justify the redesign of the tuition waiver program to require potential debt collection from employees who use it to advance themselves as intended? If that is not the intent, and the benefit truly lies with the employer, it is not an employee benefit. ..”

“Tuition waiver for dependents is the BEST benefit!”

# Part-Time Comments

“I am a clinical educator in the department of education. I truly enjoy working with teacher candidates and helping them grow. I am most unhappy about how little I am paid and how long it has been since there has been any increase in the pay rate for people who are in my position. I began in 2014. Since then, there was one pay increase and nothing has changed in that area for over six years.”

“...regionally, ECU is among the lowest paying universities for part-time instructors. Also, prorating pay for low-enrolled classes may appear good on paper, to save a few hundred or thousand here and there.....:

“As an adjunct professor, I receive no benefits. I feel that basing my compensation for teaching my class should not be pro-rated based on the number of students that enroll in it. It takes me the same amount of time to prepare for the class and present the information to the class, no matter how many, or few, students there are (within reason). Additionally, when class student numbers were quite high, I received no upwardly pro-rated compensation.”



# Limitations

Some faculty may have opted in to take the survey because of strong feelings (positive or negative).

Those with less significant strong feelings may have opted out of the survey opportunity.

Future studies should continue to recruit all of the target population to hear the voice of our faculty.

# Overall Issues from Results

We Are a Team at ECU. How Can We (the Faculty) Help?

- Mediation Model Highlights Underlying Issues
  - Evidence: Full or Partial Mediation Results
  - Trust, Reciprocity, Skepticism, Fairness, and Transparency
- Actions (or Inactions) Taken from Last Year to This Year Are Not Working
  - Significant Difference Test Results
  - Work Family Conflict, Pay Perceptions, Compensation Opportunities, eCampus, Overwhelming Activities, Technology, and Travel



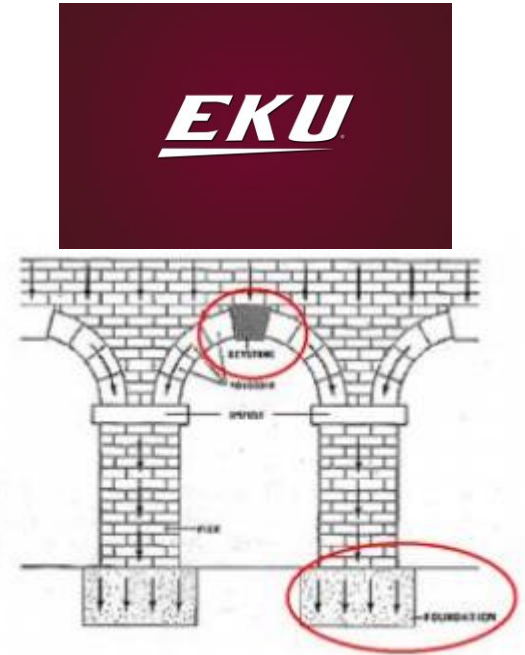
Let's Strive for Excellence at ECU.



# Ways This Can Be Achieved:

## Salary Disparities/Compression

- Students are the “Keystone” of EKU.
- Make the faculty the “Foundation” of EKU.
- Put faculty raises the “Foundation” of the budget building process.
- Build in exceptional raises if goals are met for the year.
  - Recruitment, retention, etc.
- Re-examine other significant costs that do not directly positively impact our “Keystone” students to meet enrollment and learning goals..
  - Richmond Register Sports Stadium Renovations ([https://www.richmondregister.com/sports/renovation-and-rejuvenation-eku-officials-determined-to-breathe-new-life-into-roy-kidd-stadium/article\\_8cbb9bb2-e602-11ed-b881-7b5b2364c52a.html](https://www.richmondregister.com/sports/renovation-and-rejuvenation-eku-officials-determined-to-breathe-new-life-into-roy-kidd-stadium/article_8cbb9bb2-e602-11ed-b881-7b5b2364c52a.html))
  - Move to Bowl Division (<https://www.si.com/college/2022/12/09/atlantic-sun-wac-football-schools-merge-jump-fbs-report>)



# Ways This Can Be Achieved:

## Salary Disparities / Compression

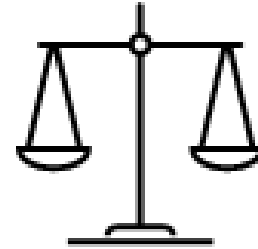
- Enhance over time to stay current with inflation.
  - When surpassing expectations exceed inflation.
- Identify a 3-5 year plan for incremental salary increases of 3% and more to begin to “close the gap” and stay current with inflation.



# Ways This Can Be Achieved:

## Create a More Reasonable Work-Life Balance

- Current Issues
  - Employee Turnover
  - Burnout
  - Workplace Concerns
- Cease operations 'as always been done' as these are not working.
- Streamline/improve reimbursement process.
- Have leadership provide support to faculty.
  - Address faculty well-being.
  - Create a culture of community and healing.
- Embrace the 4-day work week to...
  - Allow faculty to work from home.
  - Give faculty autonomy to hold meetings and classes through medium that is the best fit.
  - Decrease workloads.
  - Actively decrease stress and mental health issues in the workplace.
  - Decrease the need for more administrative hires and moving services to contractors. Increase faculty lines to offset workload of current faculty.
  - Cut out excessive spending decisions without involving the faculty. Put shared governance back into place.



# Ways This Can Be Achieved:

Improving Trust, Reciprocity, Skepticism, Fairness, and Transparency Perceptions will have a Positive Impact on Outcomes

- Consistent actions need to be done to move these perceptions in the right direction.
- Honor the values of ECU.
- Make every attempt to protect our students, faculty, & staff.
- Cut out expensive spending and revert those funds back into high need areas (salary adjustments, raises, additional faculty lines).
- Return spending decisions to the colleges.
  - Cease nebulous decisions that severely impact our #1 function...
    - To teach our students and provide for the needs of a competitive faculty who will stay at ECU
- No decisions of software changes, new equipment or programs that never get buy-in from the faculty, have historically been problematic, and are made at the last minute with little to no training provided.
- Decrease excessive spending decisions without involving the faculty.
  - Example: eCampus decision to cut payment amounts to faculty for course redevelopments.



# Moving Forward

Focus on the “Keystone” and “Foundation.”

Actions need to be taken to retain our valuable faculty and provide exceptional learning experiences.

New actions to build faculty perceptions of trust, reciprocity, fairness, and transparency.

Let us work together to move forward and make positive changes in Kentucky.

